

# *The* **CAMPING** **M A G A Z I N E**

*April-May, 1932*

"I know of no finer education for our young people than the sort of outdoor life and experience which your group fosters. If at least one summer of real camping in the woods were required as part of the education of each student, there is no doubt but that we should be building better citizens."

*Message from Governor Gifford Pinchot  
of Pennsylvania to the C.D.A.*

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THE OFFICIAL JOURNAL  
OF THE CAMP DIRECTORS  
ASSOCIATION

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## The Camp Directors Association

Formed in 1924 by the amalgamation of the National Association of Directors of Girls Camps, Camp Directors Association of America, Mid-West Camp Directors Association.

National Office, 551 Fifth Avenue, New York City

### OFFICERS

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MISS EMILY H. WELCH,  
28 East 31st Street, New York City

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551 Fifth Avenue, New York City  
Telephone Vanderbilt 3-6571

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WALLACE GREENE ARNOLD  
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424 East 57th Street, New York City

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### THE CAMPING MAGAZINE

H. W. Gibson, *Editor*,

14 Avon Road, Watertown, Mass.

ROBERT W. WILLIAMSON, *Business Manager*,  
c/o T. O. Metcalf Co., 152 Purchase Street,  
Boston, Mass.

# THE *Camping* MAGAZINE

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## *A Message from the President*

The financial report to March 21st, 1932 which was audited by Ernst & Ernst and printed in the March number of the CAMPING MAGAZINE dealt with cash transactions only and did not include outstanding bills payable. These amount to a thousand dollars approximately and should be paid as soon as possible. The only source of income to which we can turn are the dues which have not been paid for this year.

Won't those of you who are in arrears for 1931-32 do your share toward establishing credit for the C.D.A. by sending your dues to your Section-Treasurer at once?

EMILY H. WELCH.

Every kind of an economic measure is being used by the C.D.A. in weathering present financial conditions. Expenses have been reduced to actual needs, such as desk space, postage and secretarial assistance. Valuable time is being given by our officers gratuitously in carrying on the necessary business of the association. The foundational work of the past eight years must not be permitted to crumble at a time when the camping movement is in dire need of wise and experienced leadership and guidance. We camp directors must recognize at this crucial period of our organization the old, old principle, that the strength of an organization is in the loyal support of each member; therefore, respond to the appeal of our president, Miss Welch, by sending AT ONCE your dues to your Section-Treasurer.

H. W. GIBSON, *Editor-in-Chief.*

## The Emotional Challenge

By ARTHUR PHILLIPS, Ph.D.

Consulting Psychologist, formerly Executive Officer, Psychological Clinic,  
University of Pennsylvania.

An address given at the national meeting of the Camp Directors Association, Buck Hill Falls, Penn., March, 1932.

EDUCATION may be defined as growth or development. Growth or development implies the ability to change in response to stimuli that come from the external world and form within the organism of the individual. It involves (1) modification of traits or separate attitudes; (2) organization or integration of traits, attitudes, habits,—all names for typical patterns of response—into larger functional units of behavior; (3) establishment of such a degree of regularity and permanency of response in the various phases of mental life—thoughts, feelings and observable behavior—as will issue in consistency of character or characters and prevent frequent and wide fluctuation between contrary modes of response. Education, in the home, at school or in camp, aims to provide the conditions under which this process may go forward and to supply that guidance and control which will lead to a self-reliant, self-controlled, well-balanced and harmonious personality.

From this analysis it is obvious that the factors which the program of the day necessarily has isolated for special treatment—physical, intellectual, emotional—are not actually separable in the response which the child makes to any given stimulus in any particular situation. The child is not divided, like all Gaul, into three parts. He is an integrated individual. All his reactions are conditioned by the nature and stage of mental organization which at the moment is his personality. There are no separate compartments in which we may file away this or that trait as a separate entity, functioning independently. Physical, intellectual and emo-

tional attitudes may and must be studied individually, but in their functioning they are organized and integrated more or less effectively in the response of the organism. It is these inter-relations and connections that offer the most fruitful field for investigation in the adaptation and adjustment of the child to his environment, in the acquisition of ability to attain and maintain satisfactory human relations.

The emotional problem is then but one aspect of the total behavior situation.

### A Correction

In the greetings of our President, Miss Emily H. Welch, printed on page 5 of the March issue of *CAMPING*, third paragraph, the word "rocks" is an error, it should be "rack", which changes the entire meaning of the sentence. No indeed, camping is not on the "rock" but it is in a perilous condition. Read this paragraph again as corrected and you will agree that the challenge flung out by our president is one that every director who is consecrated to the work of character education, must accept. Out of the experiences of the season of 1932 will come better camps and better directors and better counselors. "Experience," says the immortal Shakespeare, "is a jewel, and it had need be so, for it is often purchased at an infinite rate."

None is more worthy of study or in greater need of it. It would be difficult to assign positions of relative importance to the temperamental, intellectual or motor phases of behavior, yet it is safe to say that satisfactory human relations are more often hampered by the emotional element than by any other. It is probably also true that the major portion of men and women are determined in their reactions more by the emotional than by the ideational content of consciousness.

Emotional traits or attitudes have a life history. They do not spring into being full-armed like Minerva. They are built up like other habits and attitudes out of isolated experiences, often repeated, and are organized into larger units or phases of character. They saturate, give tone and color to all the activities of a child. Like other attitudes they are capable of training, modification and direction. An emotion has two phases, a feeling and a motor phase, both of which may be brought under direction and control. The feeling element may be modified and the motor expression may be directed away from unsocial and into useful channels. Formal education has concerned itself primarily with the formation of intellectual traits. Some beginning has been made also in the development of skills, motor attitudes and habits. The training of the emotions has lagged far behind. What training there has been has been largely incidental and haphazard. Yet in the problem of adjustment nothing can be of greater importance than that primitive childish emotions should be trained into socially acceptable modes of expression. One may be an adult in intellectual level and on the emotional scale an infant.

Approaching the task of emotional training we are at once confronted with the inter-relations and connections of the physical, intellectual, emotional and moral phases of personality. Our emotions influence our physical, intellectual and moral growth. On the other hand, bound up as they are with the glands and internal or-

gans controlled by the autonomic nervous system, the training and control of the emotions is inseparable from the normal healthy functioning of the physical organism. A sane diet, plenty of exercise, adequate sleep, so necessary for physical development, have an equally important bearing in the direction of the emotional life. All that the camp may do for the physical growth and development of the child is a contribution to the problem of emotional control. So also the neural basis of our thoughts directly affects both digestion and secretions and consequently the emotions. Again in analyzing, evaluating and reinterpreting irritating situations so necessary for adequate emotional control, intelligence, discrimination and judgment are involved. There is no training or education of the one or of the other of the factors of personality that does not involve all the others.

The problem of emotional control, it is sometimes asserted, reaches its acme in adolescence; in the period between twelve and twenty years of age. The evidence here is largely empirical and based upon the experience of educators and others interested in the welfare of children and youth. Most of us perhaps would agree with the judgment of Brooks, "Anger, fear and other non-sexual emotions are normally better controlled during adolescence than before and in respect of them the adolescent is more stable than he was before maturity, not that adolescence itself has a stabilizing effect but rather that experience, guidance and control usually facilitate stability."

Adolescent instability is adolescent immaturity. Integration is a continuous process. Steadiness of character is the goal towards which boys and girls, men and women are approaching. To assert that the adolescent does not have a consistent well-ordered personality is only to say that he has not reached the goal. However, he is on his way. The problem of the educator whether in school or camp is to further the process. From the pre-

school age on the boy and girl have been acquiring traits that make for social adaptability or their opposites. These traits have been consolidated into satisfactory and useful patterns or the reverse. What the youth is when he reaches adolescence as well as what he learns during this period are the two factors that determine his reactions. It is to be remembered that the boy and girl who appears to us a bundle of contradictions is being driven along during this period by many impulses antagonistic to each other. Some of them are stronger than ever before and one at least is entirely new.

Three factors play a large part in the psychology of the period. (1) While no new intellectual traits appear, mental growth continues though the curves show negative acceleration during the period in memory, perception and ability to learn relatively simple things. There is, however, a marked development in independent judgment, in the perception of relations and the ability to form generalizations. (2) The boy and girl are touching life and life's activities over an increasingly wide surface. (3) The third powerful influence arises from sexual maturation.

Accompanying the growth of critical judgment is a strong tendency to self-assertion, a craving for mastery and a desire for independence. Youth is conscious of new powers, at least vaguely. He feels that he is becoming a man—the future is beckoning him on. All too frequently this new desire for independence throws him into conflict with constituted authority in the home, in the school, in the camp. Irritating situations arise and the problem of adjustment becomes acute. Fundamental, however, to the difficulties of the period appears to be sex maturation with the attending physiological and glandular changes. Until this new sex impulse is integrated into a socially acceptable pattern or system it is to be expected that the boy or girl will be less stable.

The mental disorders of the period may be traced to three main causes: (1) Defective training in infancy and childhood.

(2) Unwise handling during adolescence due often to ignorance on the profound changes that are going on during the period and to a lack of sympathy with the boy or girl in the difficulties attending a readjustment. (3) The conflict of impulses within the child himself.

The outstanding needs of the boy and girl during this period which must be supplied by those who undertake his training in school or camp are: (1) Guidance and control. The influence of superior force is not control. No educative effect, no improvement of disposition results from coercion. Coercive control may occasionally be necessary for the child's good. Our main reliance, however, must be on the building of those habits of thought and feeling which we call attitudes and the consolidation of attitudes into dispositions.

All habits whether physical, intellectual or emotional are subject to the two laws of learning: (1) Practice and Effect. Practice alone is insufficient. Valuable as it is in producing automatic action it must be combined with the law of effect. The child learns only what results in satisfaction. Satisfaction stamps in connections and forms habits. When the emotional tone accompanying activity is annoying, connections are weakened. A feeling of satisfaction always accompanies formation of habits, attitudes and dispositions.

In securing the end results of all guidance and control the disposition of the child must be enlisted. The goal is not conformity to external rules and regulations but self-control, self-reliance, self-direction. The educative process is one of progressive liberation from external control and increase of the control which proceeds from the child's own disposition to practice the right and maintain a persistent direction toward the good, the true, the beautiful.

(2) Freedom and Responsibility. The balance between freedom and control is difficult to maintain. It is certain, however, that freedom is not the absence of control. The *locus* of freedom is some-

where between slavish obedience to autocratic discipline and self-abandonment to passing whims which is licence. Freedom is not a gift. You cannot bestow it upon a child. It is an achievement. The child's right to freedom is the right to achieve freedom in the process of making choices and suffering the consequences for his choices. The degree of freedom granted must be adjusted, therefore, to the capacity of the child to use it constructively without insult, damage or injury to his own personality or that of others. Difficult as is the pathway the child must be allowed ample opportunity to tread it, ordering his own actions toward ends ever more clearly purposed and accomplishing results for which he is held responsible.

Guidance and control, freedom and responsibility must operate within every field in which the child is active; both in work and play. His tendency to self-assertion and craving for mastery should be employed in overcoming obstacles and accomplishing tasks. The end of work is not merely the acquisition of specific knowledges and skills. Work forms an important part in the mental hygiene not only of youth but of adults. Out of work is out of life.

The broad program of vigorous and wholesome recreational activities furnishes another field in which true educative results may be obtained. Play is not identified with ease nor can it be limited to physical activity. That is play which satisfies and challenges all the energy of the individual. Its spirit may characterize all physical, emotional and intellectual activity and indeed must do so if satisfying results are to be obtained. Work and play may be viewed then as the raw material to be used in developing a well-balanced and useful character.

The director and counsellor of youth has at his disposal in his task of guidance and control among others these three characteristics of boys and girls in the period under consideration. (1) The adolescent is gregarious. The tendency to group activity, appearing much earlier, is

now very strong. The isolated boy or girl is an abnormality. It is easy to bring boys and girls together. No effort is required. They accomplish this themselves. The problem is to determine what they should do when they are together. The opportunity lies in the direction of developing those social virtues that make for success in joint enterprises.

(2) The adolescent has a high regard for social approval. The audience to which he now plays is not composed of parents and teachers but of his playmates and companions. The development of a socially adapted character begins with the wise use of social approval. It is a powerful instrument and must be used with great care. The self-assertive youth may become independent of parent's judgment and control only to lose all independence of thought and activity in the opinions of the group or groups of which he is a member. Social approval must be used in order to build and strengthen the desire to do something for the sake of the group or of the group's interests. The opportunity is now ripe for building altruism as a motive for behavior into character.

(3) The adolescent has a wide range of interest. The formation of generalized patterns of behavior appears to depend upon training in many specific situations. The investigations of Hartshorne and May would appear to indicate that moral qualities such as honesty are not unit characters but are highly specific traits. A boy or a girl may be honest on one situation and dishonest in another and so with truthfulness, open-mindedness and other virtues. The possibility of forming an integrated moral character would seem then to depend upon training the child in as wide a variety of situations as possible. For this the wide range of interest of the boy and girl furnishes ample opportunity.

In utilizing these tendencies and directing their expression the camp director as an educator is aiming to guide youth toward a well integrated personality, self-reliant and self-controlled.

## Extracts from Addresses

Given at the National Meeting of the Camp Directors Association, Buck Hill Falls, Penn., March, 1932

*Note:* Manuscripts of many of the addresses given are not available. The following extracts from notes taken at the meeting and given by the speakers present to our readers the high lights of the addresses, also the trend of modern thought regarding organized camping.

*The Organized Camp of the Future, What Will It Contribute to the Growth of Boys and Girls?*

A. PHYSICALLY.

By DR. F. W. MARONEY

Teachers College, Columbia University

IT IS TRUE that few, if any, normal adults would actually deprive children of their birth right; the right to run, jump, climb, swing, throw; the right to be happy, gay and care-free during the formative period of their lives. But all too often in the busy whirl of daily existence, with its urge to achieve in the accumulation of wealth and power, with its greed and selfishness in the world of politics, the actual doing of something for the children in the way of a well-organized camp organization is either neglected or put aside for such consideration until some later day. The tax payers have a right to be proud of their civic buildings, schools, museums, libraries, and public parks.

But it is the exception rather than the rule to find a system of playgrounds worthy of the name in many of our communities.

One dictionary defines recreation as "Refreshment of body or mind." The appreciation of good music, art, and literature are, no doubt, recreative, but the purpose of this paper will deal with recreation as we think of it in terms of body refreshment—plays, games, athletics, hiking, and swimming. (That is, activities engaged in outside of school hours.) Granted that all of these are natural activities and granted also that normal healthy children love to take part in them—

how should the program be organized and administered?

Organize, deputize and supervise are terms known to all camp directors. Organize in terms of time, space and equipment; deputize in terms of well-trained, loyal cooperative counselors who understand and love children; and supervise in terms of helping the counselor in service to reach higher standards of performance as measured in the responses of the children to the program.

Counselors should be well trained and their appointment made on the basis of merit and personality. These counselors should not follow a rigid program. They should allow for individual differences, welcome in the program itself ideas proposed by the children, and be guided by immediate local needs rather than routine practices. They should lead children into wholesome activities and keep in the mind that "he who cannot oppose a strong will to the ever-changing desires of young children will soon become the plaything of their restlessness." The counselor should look his job, be neat, and clean in appearance, clean in speech and win the confidence of his pupils through frankness, honesty, and ability to lead and direct them in their activities."

B. INTELLECTUALLY.

By RAPHAEL J. SHORTLEDGE, M.A.

Storm King School, N. Y.

"A camp is a field in which manners, morals, mind grow with hard and happy use in gracious companionship between counselors and campers.

The whole life is a laboratory for acquiring ideas. These ideas are got by thinking. The program must be regarded as a source of acquiring, retaining, extending knowledge. Intellectual conception of what a boy or girl does is the only source of permanent influence. The camp of the future must establish traditions of intellectual achievement in each department of camp life. Such a tradition creates mental discipline, enlivens mental interest, releases new power in the individual.

The camp program must include the elements of experience that contribute to intellectual development. Tastes and aptitudes of divergent years must be met.

Mature counselors are demanded, trained, capable of making boys and girls feel the intellectual conception back of every activity. The same is true of physical training; of health factors of rest, posture, diet. For permanency, a hard high standard must be set in reading, in study of school subjects. Music, arts and crafts must be concerned with creative participation; to play an instrument, to create a bit of clay modeling or pottery—not to copy.

Camping can be made an intellectual experience as long as emphasis is put not on action, but on the thought back of it, on doing and becoming.

#### C. SPIRITUALLY.

By MRS. EDWARD L. GULICK, The Aloha Camps

(The complete address of Mrs. Gulick will be printed in a future issue of *CAMPING*.)

#### Introduction:

Definitions: Spiritual

Spiritual appeal, universal

Campers: Sensitive

1. Because of youth
2. Because Convictions not settled, open-minded
3. Hero-worshippers when they admire

Main Topic—How stimulate and guide this spiritual appeal in camp?

- A. Through the ATMOSPHERE of the camp

1. Simplicity and fitness of lodging and clothing
2. Democracy of camp management and personalities
3. Creating a spirit of oneness with all Nature and the Cosmic Universe (as far as may be with youth)
4. Character of leadership recognized and held in respect in camp (the counselors—the director)

#### B. Through developing PERSONALITIES growing in the Conquest of freedom.

1. *Freedom*.—Educating our campers for freedom:

- (a) Why campers of the future:
  - (break down of laws, commandments)
  - (taboos)
  - (scientific upsets)
- (b) What Freedom is not
- (c) What Freedom is—The Great Paradox
- (d) Freedom's laws
- (e) Danger of neglecting the training for Freedom. No free choice—no character muscle

#### C. Through GREAT LEADERS held up at assemblies and gatherings in camp

1. Through historic personalities held up and held in respect in camp (remembering: "Character caught, not taught")

Heroes and leaders down the ages: Galilean Teacher, Buddha, Confucius, Ghandi, Lincoln, and others.

#### D. Through simple forms of WORSHIP (Most broad and inclusive in form and expression)

#### IN CONCLUSION:

Directors and Leaders (must keep themselves attuned to the spiritual appeal) (eliminate the static)

1. Humbly—always a learner. Intelligently knowing the vocabulary and the spirit of youth
2. Cooperatively—with youth
3. Hopefully—never long-faced, courageous, cheerful buoyant, believing in the best of our youth

## The Camp of the Future

### Its Relationship to Organized Education from the Viewpoint of

#### A. THE INDEPENDENT SCHOOL AND ITS RELATION TO THE SUMMER CAMP

By DR. RICHARD M. GUMMERE, M.A., Ph.D.,  
*Headmaster of The William Penn Charter  
School, Philadelphia*

I. The future function of the summer camp as a closer partner of the school in the educational program.

II. Probable conditions of work-time and leisure-time twenty years from now.

III. The unqualified success of the camp in the physical and moral development of the American boy.

IV. The opportunity to add more educational elements to this already wholesome program.

V. Detailed suggestions—the possibilities of:

- (a) English
- (b) Biology, Botany, Zoology and especially Geology
- (c) History
- (d) Applied Junior H. S. Mathematics, Manual Arts, Elementary Engineering
- (e) Art and Music

VI. Their relation to:

- (a) College Entrance
- (b) The Progressive Scheme of Life

VII. The important part of the camp can play, by emphasizing these interests and effecting the following purposes:

- (a) Cutting down the preliminaries of preparation for the professions.
- (b) Implanting an expert "hobby" at an earlier age.
- (c) Providing a substitute for the time-wasting interests which confront a populace unappreciative of its leisure.
- (d) Getting more of the European idea that cultural matters are of importance.
- (e) Keeping the boy's interest in camp to a maturer age.

VIII. A résumé of the above—a Seven-

year Plan for the camp in cooperation with the Independent School's academic program.

#### B. COLLEGES AND UNIVERSITIES

By DR. ELBERT K. FRETWELL, *Professor of  
Education, Teachers College,  
Columbia University*

Colleges and universities, especially Colleges of Education, need to recognize the place camping can have in a scheme of education. This recognition would have in mind such phases of education as: the development of health and increased vitality; the integration of personality that can result from a unified experience such as a camp can provide; the gradual weaning process that is necessary for many adolescents; the supplementing of educative experiences that can be provided especially in the nature lore field; an increasing understanding in elemental living that is somehow necessary if one is to arrive at an understanding of what we sometimes call "first principles"; in the development of a hobby that may now and in later time provide in some degree for an intelligent use of leisure.

If those concerned with education consider camping seriously in its relation to other phases of education, there must be a coordinating and fitting together of the whole scheme whereby one becomes increasingly intelligently self-directive. Such a consideration will make for critical evaluation of camping, and if those doing it have the ability to think deeply enough, such criticisms should be thoroughly constructive.

Colleges and universities, and especially Schools of Education, should make some contribution to the selecting of those who are capable of being leaders in this field of camping education. This selection naturally would be based on the original nature of the individual, the experience that he has had, and his understanding of youth

and of a well balanced scheme of education.

Further, the School of Education should provide, in some measure at least, for the training of leaders in the camping movement. These leaders of the future as well as of the present should have or come to have a clear understanding of the possi-

bilities of the camping movement in itself and in its relation to other phases of education. Likewise, the college should enable these leaders whom it undertakes to train to have a mastery of the techniques necessary for leadership in camp in material, in method, and in the understanding and leadership of youth.

## The Relation of the Public to the Camp of the Future

A. ECONOMIC TRENDS AND THEIR POSSIBLE EFFECT UPON CAMPING. By MERVIN K. HART, *President, New York State Economic Council, Inc.*

I SHALL TRY to point out the essential difference between this depression and all other depressions of which we have any record. This difference lies chiefly in the fact that we are faced today, as we have never been faced before, with general overproductive capacity (not mere overproduction which, of course, we have had in times past) in industry, agriculture and mining. Till this overproductive capacity problem is worked out, which may take a considerable time because it may involve changing several of our fundamental economic conceptions, I do not believe we are going to see any real economic stability.

Second, we have got to have more complete liquidation in those fields of activity where this liquidation has either not yet been nearly complete or perhaps, has hardly commenced. These include railroad wages, building trades wages and more than anything else, we have got to have a liquidation in the cost of government. As a matter of fact, headway is being made both in railroad wages and the building trades wages. The slowest factor will be the liquidation of the cost of government.

You see we had reached a condition where everything had been overvalued. We have all been talking stabilization but what our friends in the government service and many building trades union officials, railroad union officials and most welfare workers have had in mind is stabilization on a high level. Then President Hoover was still talking about accomplishing this at a time when the standard of living for most of us had fallen enormously, and for the rest of us was bound to fall. Little has been said by the President or anybody else about this in recent months, and we shall probably hear little more of it.

Until we all wake up to the fact that our huge pile of blocks which may be said to represent the economic structure had got so high as to be top heavy, and that the only course is to let it fall; and then, in the light of our experience as sadder and wiser men, to begin the painful process of reconstruction, little progress can be made.

Now, all of this is merely background for the general observation that the standard of living is down

and probably is going lower before it goes higher. One of the best business publications I know is *The Business Week*. The staff of editors includes some of the most brilliant economists in the country, with many of whom I am well acquainted. Their issue of February 24th, which has just come to my desk, shows that the economic level for the fourth consecutive week has gone constantly lower; and this in face of the fact that admittedly favorable developments in Congress, such as the setting up of the Reconstruction Finance Corporation, etc. have been made.

I do not feel there is a single activity which is going to escape this great liquidation movement. Our souls have been tried but they are going to be even more tried before we are through.

Hence, with respect to camping, as with respect to everything else, I feel extremely conservative. I believe that you camp directors will do well to count on a distinctly reduced average income of all those who love to camp.

However, I would not want you to feel that I think this is, by any means, an unmixed evil. Recreation is a great part of our whole existence. You and I as lovers of camping know there is no more wonderful recreation than that to be had through camping. We know furthermore, that camping is something that in its nature can be carried on at lower cost than many activities. Probably it has got to be—and probably costs must go lower. But the woods and the mountains and the streams will remain just the same. Each individual will have to do a little more work to enjoy them. However, properly handled, the outdoor movement and in particular, camping in the open woods, especially if the extent of the depression becomes widely realized, will probably suffer less than most activities.

In other words, I think I can end my talk with a positive, hopeful attitude. I believe, for instance, that the campers of the next ten years will get even more out of camping than have the campers of the last ten."

### B. HOW CAN WE BEST INTERPRET ORGANIZED CAMPING TO THE AMERICAN PEOPLE

By PENDLETON DUDLEY

Expert on Public Relations, New York City

I WONDER if it is thoroughly evident to you that almost no one conceives of organized camping as being more than a pleasant and handy way of dis-

posing of the children during the summer—of the camp director as being more than a summer custodian of a group of lads and girls.

Few outside of your own ranks are at present seriously thinking of organized camping in terms of education. I do not believe I greatly exaggerate in making this broad statement. You are helped, in my judgment, in your desire to inform the public through the existence of several favorable circumstances.

In the first place, many persons are beginning to question the infallibility of our accepted educational system. They see a country, which has enjoyed for years the benefits of a free and universal public educational system suffering as never before from the effects of economic illiteracy, and in substance they are saying that if our educational system is unable to make inroads upon economic illiteracy, something is basically wrong with our accepted educational system and standards. The same may be said by those who are observing the swiftly mounting totals of insanity, divorce and other evidences of popular failure to cope with the problems of personal adjustments.

If I, as a publicity man, were trying to interpret organized camping to the public, I believe that my initial move would be to start to build up a leader or a spokesman for the movement.

It wouldn't be an easy job for him, nor always a pleasant one, and it would be necessary to free his energies from all the details of official routine, but I assure you that a move of this kind properly developed, would bring you rich returns.

It would of course be some one prominently identified with your organization and having the confidence of the membership—one of your officers, possibly, very likely your president. I would have him start by preparing a paper or an address in

which would be set forth in careful formulation, the philosophy and educational significance of organized camping. It would be written in the popular style familiar to you in newspaper and magazine articles. You would perhaps think it a little sensational, but this would be desirable, for our aim would be to get something together that would grip the attention of people who skim through the newspapers or idly turn over the pages of a magazine. I would see that he delivered it as a speech before some suitable public body, possibly an educational association, or I might decide that it was suitable for publication in a popular magazine. At any event, following the speech or the magazine publication, I would select the best portions of the material, shape them up in news form with a striking opening paragraph and then give it a general news distribution.

But I shouldn't stop with a single speech or magazine article. Just as fast as they could be arranged others would follow until two results had been achieved.

1st. We should have won news and editorial acceptance for our spokesman, that is, we should definitely have tagged him as a center or source of news for our movement; and

2nd. We should have effected widespread initial distribution of our story stated in our own approved formulation. It would have been widely printed and some of it would have "stuck"—as clippings in newspaper morgues, as a likely idea for future use by a number of writers, as a suggestion filed by editors for future stories and finally as a definite impression in the popular mind.

I am convinced that if once the public could be awakened to the true educational significance of organized camping, every one of you would find it necessary to hang out a "standing room only" sign—if that's the proper thing when a camp is full-up.

## How to Go Ahead to Better Organize the Camping Movement

A series of statements made by the officials of national organizations at the Buck Hill Falls meeting of the C.D.A.

FROM THE VIEWPOINT OF THE BOY SCOUTS

By DR. GEORGE J. FISHER, *Deputy Chief Scout Executive.*

MY UNDERSTANDING is that the point of view desired is from the angle of the National Camp Directors' Association and it is therefore, from that point of view chiefly that I will make my suggestions.

At the outset may I suggest quite strongly that in any plan of organization attempts at strict regimentation, or rigid standardization be avoided. This is always a danger in any organization effort.

My conception of the type of agency that this should be is that it shall be a movement rather than an organization. We must guard against Institutionalism, against formalism. It should be a Counselling body, rather than a Council.

Let its organization be simple with a minimum of rules and regulations and forms.

Let there be unity in diversity. Let there be the widest opportunity for experiment. Let there be the greatest possible stimulus for research.

My conception of a movement like this is that its highest function is that of a forum for discussion. It is a counselling body for the exchange of ideas. It should be a reviewing body. It should gather and publicize the best experience.

Beyond that the movement will come to grief, as others have come to grief who have tried to become regulatory, legislative or dominating.

There should be a minimum of rules, regulations, laws and restrictions. The place where such may be applied is at the point of applications for membership. We might be careful, extremely so, of whom

we accept in the membership, but after that let there be the broadest freedom for expression.

Let there also be limited attempt at classification and stratification of the members. There is need for general contacts, for discussion of the broader and common experiences.

An agency like the National Association of Camp Directors must not attempt to become a superbody. It should deal primarily with problems specifically that are transcendent and leave the rest for informal discussional treatment.

It should be fundamentally inspirational, provocative, stimulating, seeking the common mind and dealing with common aims. It shall endeavor to promote group thinking, ascertain and call attention to specific trends and give direction for finding information and knowing where to seek help, based upon experience.

Camping plans are in a state of fluidity. Each of the National Agencies identified with the Association are constantly modifying, advancing and evolving their camp programs. In this they should have help.

In my judgment you need little change in the form of the National Organization. It is a question largely of the Spirit of the Movement.

In the Scout Movement I might, as a matter of information, refer to the following points of emphasis:

1. *We are, with our constituency endeavoring to make camping habitual, not occasional, or spasmodic.* Not camping confined to a certain period. But camping the year round. Not camping places in remote locations alone, but camping places near at hand as well. This means of course, a varied equipment, the implements of snow and ice as well as of the running stream and of the open season.

We talk of a Council not as having a camp, but camps. Often the mobile camp equipment bringing the camp to the boy, rather than the boy to the camp. It means also an enriched program, adaptable to all the seasons of the year.

It is a distinct advance in organizing better the Camping Movement in our group.

2. *The application of the camping privilege to a larger number of youth.*

*Every Scout a Camper;* is the slogan, the democratization of camping. Heretofore, camping has been the heritage of the few. It must become the privilege of the many. Just as the colleges at first had athletics for a limited number, and now are advancing it to the many, so camping must be made pervasive and inclusive.

3. *The development of devices to lure boys to camp over a period of years.* This to include emphasis upon the tenure of camping. Not always attendance in the same camp, though camping can, in a camp, and often is, adapted for various grades or degrees of camping, as for illustration, the tenderfoot may have all his meals prepared for him. The more experienced will prepare some of his meals for himself and the skilled camper will be on his own entirely. Within a single camp there will be opportunity for specialization. The camper may sleep in a cabin or in a pup tent. He may live in a tepee or in a tree.

The boy who is a skilled camper may sleep in the open under a blanket or trek in the wilderness.

Here the camp is used as a place to *work from* rather than to *live in*.

It is one thing to have boys go to camp. It is another thing to develop campers.

4. *Now the most positive emphasis in Scouting is the emphasis upon the Troop as a camping unit.*

The old notion or practice was to take the boy out of his group, enroll him as an individual and then place him under new and strange leadership and most likely professional leadership.

The present plan brings the Troop to camp under its own leadership. The Troop is the unit. The camp equipment is arranged on a Troop basis.

Here we not only charge the boy, but his environment with the camping idea and spirit. The gang goes to camp under its own sails. The program of the Troop is enriched. The traditions of the group are enhanced. The man leadership is unbroken, it is strengthened, trained, inspired. Not "when do I go to camp," but, "when do we, when does the Troop go to Camp." It is a continuing experience.

All of this is illustrative therefore, of the changing conditions and plans. To such trends the National Camp Directors Association should give assistance and from which it should receive ideas. Other agencies in the Association have similar and some different trends. Hence the need for a plastic, adaptable organization.

May I in conclusion call attention to two very important matters: Today we are all beset with the problems which have been developed in society as a result of the War and the present economic dislocation. Let's keep in mind however, that all of these forces I have been portraying are external forces. They are environmental forces. Boys basically are as sound as in the days of Greece. They are born well. They are better nourished. Adolescents go through the same stages that characterize the healthiest youth of the ages. Each new baby represents a new opportunity for our democracy. Each new generation of youth represents a new hope, a new field.

Boys come to us in their early youth, plastic, open-minded, idealistic, illusioned, romanticists, adventurers, lovers of the heroic. *Here is our opportunity* for remaking a generation of youth.

Secondly, there is a part of the world close at hand to every boy that is unchanged, unsullied. 'Tis the world of nature. There is the same out-of-doors, the same trees, the same mountains, the rippling brooks, the singing falls, the singing birds. Fauna acting just as they did centuries ago, Flora with all its beauty, and its perfume.

Here is serenity, quiet strength, beauty, charm, magic, wholesome adventure. The story and strength of the ages.

Let us therefore increase greatly our hikes and camps and nature craft and arts, for they are an antidote for a sick and restless age.

FROM THE VIEWPOINT OF THE GIRL SCOUTS

By EMELIA A. THORSELL, Camp Secretary, G.S.A.

I can only answer the great question given as the subject of the speeches this morning in a wish—to *Go Ahead, Better the Camping Movement!* Taking the words "how to organize", I would not presume to have a plan since plans are already under way and

the resolution passed yesterday morning will leave the great question in the hands of a committee of seven. My only suggestion is to first discover the needs for a camping movement and then organize to take care of these needs.

In putting any thought to the word "how", I naturally relate everything to my own experience. We have in Scouting the gift of the patrol system—a small representative group system. A group with like interests and inclinations gather and choose a leader. That leader is represented at a Court of Honor which is truly an executive committee. Ideas and enthusiasms from the group go to the committee through the leader and so do ideas and enthusiasms go from the committee back to the group. Wise and able leadership direct and motivate the groups. This is a group system that works! The representative organization plan for interested and constructive camping groups that comes from the committee of seven will have the interest and cooperation of the Girl Scout Organization. My particular responsibility will be the interpretation of this plan to my own organization. The *Girl Scout viewpoint* of a camping movement is to second the motion of many here, to establish harmony, thereby making room for vision!

Let us not forget the need of the girl and boy, and I have the great privilege this morning of saying *girl* first! When I think of the enthusiasms that come to us from the girls, it makes me wonder if it is possible to keep faith with their high hopes. I think the following expression from a Girl Guide in her prayer is not unlike our Girl Scouts, for she said "Lord, please make it wet next Saturday afternoon so I would not mind going to see grandma instead of going on a picnic with my company". Let us discover what they want—and they want what we want them to have—if we'll let them! Additional viewpoints are *hopes*—that we might continue to share in such meetings as this at which time the principles and high goals of our opportunities are outlined for us so beautifully. It is a re-dedication for us. We hope we can continue sharing in the studies and experiments of the camping movement. A large hope of ours is that we might contribute to the camping movement. We are tremendously interested as Girl Scouts in this camping movement: (1) as a long-time investment. We are interested in the girl when she is the head of a family. We want her to camp with her family. We want camping to hold over into her adulthood and to be the recreation of her family. We should like to talk to you about it. (2) Small groups—simple primitive camping is the Girl Scout way. (3) The all-year-round out-of-door program beginning with a hike—through to the advanced or long-time camping experience. There are the principles of camping established. We are tremendously interested in these first adventures so that they might lead to longer, more advanced experiences. We are concerned with the older girl and the new experiences she needs and deserves in camping. We should like to talk long about it. (4) Training for camp leadership is close to our hearts. We should like to share our concerns and successes with you.

May I say again that the Girl Scout Organization pledges its interest and cooperation to the camping movement! Just this as a closing—the words of Lord Baden Powell "Look wide and when you look wide, look wider still!"

FROM THE VIEWPOINT OF THE YOUNG MEN'S  
CHRISTIAN ASSOCIATION

By ROY SORENSON, National Council, Y.M.C.A.

Dr. Fisher has very excellently indicated the spirit in which we should carry on an organization of the camping movement. Mr. Thoorsell has given us expressions of encouragement and cooperation and has emphasized needs as the basis for organization.

Dr. Fisher has suggested some of these needs which call for organization of the Camping movement problems of engineering, of sanitation, and of administration. I choose to speak further about some of the educational needs of places where we want "to do better" in Y.M.C.A. camps. Then I would like to outline some of the ways in which the better organization of the camping movement can bring about these improvements in camping and finally will indicate some of the ways of bringing about structural or organizational changes.

As we, in the Y.M.C.A., look at our camps we see many places where we want "to take ground", where we want "to do better", where we want to "cooperatively improve".

These items represent what we expect a better organization of the camping movement to do:

1. We want to improve our personnel processes.
  - a. Securing of pertinent information about campers. Before and during camp period.
  - b. Keeping of personnel data in camp so as to be useful in dealing with persons.
  - c. Coaching of counselors to focus on the specific personality needs of campers.
  - d. Developing insight and understanding on the part of Staff and Counselors of campers' behavior and personality.
  - e. Methods of appraising changes.

#### Grouping methods:

Reports and other contacts with parents about needs and gains of camper.

2. We seek to improve the selection, training, and supervision of Counselors.
  - a. Better ways of dividing A grade counselors from duds before camp opens.
  - b. More adequate Counselor job specifications.
  - c. Improvement of our coaching processes including self-rating and supervisory rating.
  - d. Increase significance of Counselors meetings. Agendas built from observation of Counselors, case discussions, analysis of reports and records.
  - e. Development of esprit de corps.
  - f. Counselor's reports.
3. We seek to improve program processes:
  - a. Learn how to develop creative arts; music, drama, writing.
  - b. Utilization of activities for the providing of experiences helpful in specific personality areas for individual campers.
  - c. Social education.
  - d. Securing interest, intrinsic motivation in activities rather than extrinsic motivation of awards and compulsions.
  - e. Increase of cooperative participation in camp life decisions.

4. Increased integration with full years contact in groups.

- a. Using the camp as ways of carrying on in a completely controlled environment to meet needs discovered during the winter.
- b. Using insights gained at camp in the fall.

There is no need to add to this list. This is not a symposium on areas for cooperative improvement. These merely illustrate that we are aware of our necessary growing points. They indicate some of the things which we expect to see happening in the camping movement because of its organization.

Following are the ways in which the better organization of the camping movement can bring about these ends in camps.

1. It can provide media for professional exchange and education. There is a certain amount of this going on within our organization. We have state and regional institutes, publications and cooperative research. There is need, however, for us to go beyond these means within our own organization.

This kind of an exchange needs to go on across organizational lines. There are inter-contributions which we can make to each other. In the various organizations emphases are different. Lines of experimentation are in different fields. Categories of thought are dissimilar and even our terminology or jargons do not sound quite the same. These merely illustrate the fact that there are distinctive things which we have to give and get.

One criticism of the Seminar groups was that we do not have to come to the Camp Directors Association Conference to meet with Y.M.C.A. camp directors. There was not enough variety of agencies and types of camps in this opportunity for exchange. It is also true that the very representation in membership and the attendance figures at conferences indicate that this exchange is not on as wide a front as could be possible.

Besides achieving a greater professional exchange between directors across organizational lines we need to include a wider group of folks than directors in our professional fellowship. There are numbers of highly creative people, people who have been to camp for years and intend to go for a good many more years, who devote a large amount of time to camping all year round but are not interested in administration. Their interest may be in Research or in Behavior Guidance or in Program Guidance and never intend to spend much time in matters of administration, commissary and finance. They are not now eligible for membership.

2. The second way in which the organization of the camping movement could help us enrich camping is through cooperative camping research. A large number of our problems will be resolved, insight will be enriched, and changes in practice will be achieved only by careful painstaking methods of inquiry. Some of this is going on within our Y.M.C.A. movement.

A cooperative leadership study in nineteen camps has gone forward for several summers. A group acceptability study was carried on by a Y.M.C.A. person last summer. Two summers ago in a Y.M.C.A. camp a study was made of the relation of intelligence to the type and number of activities engaged in. These are but several of quite a number that have been underway.

But these are quite meagre to what is possible if we were to enlarge the number of types of camps and to engage in significant studies together. Each summer the camp directors themselves should be undertaking studies such as Sanders' Health and Safety Study illustrated several summers ago. The organization of camping should provide the formulation, securing of finance, conduct, and dissemination of needed research.

3. The third way in which the organization of camping can improve the effectiveness of camping is through cooperative experimentation. Mr. Lieberman's experience is an example of this. It happened to be published so that we got the advantage of it. There are many other experiences of this sort which are going on but which are not called to the attention of the camping interests. Experiences in year-round camping, co-educational camps, camps with various age ranges, in the creative arts and in all of the items listed in the first section of these remarks but suggest some of these lines of experimentation. We need an agency for the encouragement of variations, for the survey of new developments, for the valuation of them, and for the isolation of gaps where experimentation is needed.

4. A fourth function which could be performed by the organization of camping interests would be the cooperative training of counselors. There are a number of spots around the country where a large number of counselors are clustered. Last year we discovered about twenty-five young men at the West Side Professional Schools who were employed as health officers in camps during the summer. The West Side Professional Schools Y.M.C.A. in Chicago conducted a six weeks' course for these people. The differences between being a health officer and just being an "Iodine dauber" were made more apparent as they studied together during those six weeks. Perhaps no one organization would have enough counselors in some of these student centers to warrant undertaking ambitious training plans but perhaps together we could find a number of such places where training might be carried on.

The following comments may be useful to the committee of seven. They indicate some of the ways in which structural or organizational changes can be made.

1. Plans and ideas about organization are invited. They are discussed fairly generally and then are voted on at a national meeting. The plan receiving the largest number of votes gets tried.

2. A study is undertaken by persons outside of the camping movement objective toward it and yet informed and interested in it. Such a person or persons would be experts in methods of inquiry. Out of their conversations and studies a plan is developed.

3. New forms of organization are developed experimentally. They evolve in various sections of the country and then later are legalized by a national conference.

It is this form of bringing about changes in organization which commends itself most to me. Each section might be encouraged to get the camping forces together in that section of the country to find new ways of working together. Ways of holding meetings together, the undertaking of some cooperative research, experimentation, and training might reveal to us new ways of working together which in time could be recognized organizationally. My sug-

gestions, therefore, would be that a small committee of folks representing various organizational interests in each section of the country come to work to find ways of increasing the cooperative efforts in behalf of camping in those sections.

Accept then, these few suggestions from one who would like to see some new patterns in cooperative work in behalf of the potential possibilities of camping.

FROM THE VIEWPOINT OF THE CAMP FIRE GIRLS  
By LESTER F. SCOTT, National Executive C.F.G.

It is certainly desirable that the accumulated experience of all who are, in any way, connected with organized camping be made available to every camp director, whether his chief interest be procedure in private camps, institutional camps, "fresh air" camps, or camps maintained by the national camping organizations. In addition to these there are municipal and state camps and the camps located on national government reservations and operated, in some cases by concessionaires.

While the recreation and educational programs at these various camps differ widely their problems of sanitation, construction and commissary are largely the same. While there are current publications and magazines devoted to the latest news on the general subject there should be, at some central point, a library of information to which all camps should contribute.

All camp directors and organizations are concerned with state legislation on camping. It would benefit the camping movement if certain model laws were drawn up and urged upon all state legislatures for passage so that there would be a certain amount

of uniformity throughout the country. Some states have excellent laws; in others the matter has no attention.

Camp engineering is a subject which has had little attention, except on the part of a few of the larger camping organizations. Such information as is now at hand and the results of future studies and experience should be continuously available to all interested.

It is needless to continue the list of subjects upon which all of us who consider camping as a major part of our programs are thinking and upon which we could be of greater help to each other.

We, in Camp Fire, are in close touch with several of the organizations and in occasional communication with others. The establishment of a central agency for the dissemination of information would be indeed welcome. We are not at all interested in controlling the camping movement or in being controlled.

The Camp Directors Association has been in the field for many years and has established the habit of periodic meetings for the discussion of this subject. We feel that the addition of certain groups to the association might be a source of strength. The pattern of the National Education Association might serve as a guide. The various departments and divisions of this association function separately in their own particular interests but all are members of the parent association and vote for its officers and policies. This is in accord with the discussions held last winter when the formation of an American Camping Council was under consideration.

We would welcome a movement on the part of the Camp Directors Association to head up such an organization.

## Camping in Russia

A Talk Given at the Banquet, National C.D.A. Meeting, Buck Hill Falls

By JULIEN BRYAN, Y.M.C.A., New York City

A CURIOUS phenomena in Soviet Russia today is that with all of the bitter intolerance, hatred, and fear, which they have of capitalistic nations, and especially of America, there is, at the same time, a tremendous admiration and respect for our material achievements and for our high standard of living. This extends even to admiration for our fine hospital equipment, athletic fields, summer camping equipment, and public school buildings. They despise the system which has brought these things about, but want for themselves these material results.

They are willing, however, to face the facts, criticizing their own methods and actually adapting many of the best practices in American and Continental educational methods to their own local situations. There was eager curiosity, whenever we arrived at a Russian village or camp or factory, about everything American. They asked us endless questions, and always before our meeting closed, what did we think of their local situation and did we have any suggestions?

So we students from America learned to look for the best things which they were doing in the whole field of child care and education. It is easy to come back to scoff and criticize the dirt, poor physical equipment, untrained teachers and leaders which handicap the Russian program. The significant thing to us, as outsiders, attempting to appraise the work done so far in this field of education, is the remarkable progress which they have made in the short time since the Revolution.

It is agreed on all sides by communists and their most bitter enemies that the old Russian system of education was thoroughly inadequate; that hundreds of villages and towns had no schools at all; and that anything savouring of the progressive school and the progressive camp was a rare if not an almost unknown idea.

The failure of the Tsarist Government to provide actual schools and recreation provides a great opportunity to win the favour of the proletariat by a

Please turn to page 18

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H. W. GIBSON

*Editor-in-Chief*

*Editorial Staff*

LAURA I. MATTOON,  
Wolfeboro, N. H.

CHAS. E. HENDRY,  
5315 Drexel Ave., Chicago, Ill.

ROBERT SNADDON,  
2114 Kendall Ave., Madison, Wis.

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Business and Advertising Office, Address

ROBERT W. WILLIAMSON, *Business Mgr.*  
c/o T. O. METCALF COMPANY

152 Purchase Street Boston

---

Editorial Office, Address

H. W. GIBSON

14 Avon Road  
Watertown, Massachusetts

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## Editorial Comment

*The Committee of Seven*

We are living in an age of appraisal. Everything and everybody is being subjected to the closest scrutiny of experts and committees. The Camp Directors Association and camps are no exception. A Committee of Seven was appointed at the national meeting of the C.D.A. held at Buck Hill Falls last March to appraise the association and make a report to the membership of their findings. This report is now ready and will be sent out to the membership for their appraisal.

This committee has given much time and careful thought to their work and the report deserves equal time and thoughtful consideration from every member. Do not "pigeon hole" the document until a more convenient time, but upon its arrival sit down and with pad and pencil appraise it with an open mind, then send your suggestions to the committee—Dr. Elbert K. Fretwell, Chairman, 551 Fifth Avenue, New York City, Room 3403.

Any or all of the recommendations can be rejected or modified or accepted at the will of the members who vote at the next national meeting and the suggested changes cannot be operative until so ratified at this next annual meeting.

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The March number of *CAMPING* contained a complete report of the national meeting, including reports of committees, sections and the business transacted. It was the largest issue ever published and contained forty pages. In this current issue—April-May—is printed extracts from the addresses given at the meeting including the complete address on Emotional Challenge by Dr. Arthur Phillips. In these numbers of the magazine our readers have a complete record of one of the most significant meetings ever held by the C.D.A. and should be preserved for further reference.

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It was necessary to combine the April and May issues on account of the difficulty in securing copy desired in making the content interesting and informational, especially to members and readers who were unable to attend the national meeting.

## CAMPING IN RUSSIA

*Continued from page 16*

definitely practical program embracing universal education, and, in addition, through the Octobrist and Pioneer movements (somewhat akin in their age grouping to our Boy and Girl Scout movements), to make sure the conversion of millions of young Russians to the communist theory.

It is fair, then, to say that everywhere in Russia today, whether in the summer camp, at home, or in the school, the child comes first. Not as an individual, to be sure, but as a group. There is a quaint saying in the Russian theatre today that the *only privileged characters in all Russia are children and foreigners*. And when you ask a communist leader why this is so, he smiles and tells you that he and his generation do not count but to that future society in Russia must depend upon those who are children today. Therefore, it is literally true that much is being sacrificed so that a new and stronger generation can take the lead in the future.

Camping, then, is simply one phase, and a small one as yet, of the whole Russian educational program. On the other hand, it is growing by leaps and bounds, particularly through the youth movement; and in another five years, their camps will very likely outnumber ours five to one.

Here are nine or ten ideas which I suggest are basic in the present Russian program, as practised today. There is no doubt that many of these ideas will be modified in the next ten years, just as our own ideas of camping have changed rapidly. On the other hand, it seems important, in a discussion like this, to tell of actual practice rather than communistic ideology, or giving a glowing picture of some future Utopian camp situation.

1. The children are almost exclusively selected from the proletariat. It may be that there is no hard and fast rule about this, but since camp facilities are limited, up to date, naturally, the communist leaders say, they select those children as camp members whose social origin is correct; i.e., they have no stigma attached to them, such as being the children of priests, Koolaks, business men, etc.

2. There is, of course, no such thing as a private camp run for profit, or even an institutional camp endowed by private philanthropy, such as the Scouts and Y.M.C.A. and the Y.W.C.A. camps. All of these would be considered evil and immoral. How, say the communist leaders, can you have the fine, idealistic leadership of youth, capable of making great sacrifices and doing his utmost for the health and character building of children when, at the same time, you are giving him an opportunity to reap a large profit if he becomes a clever exploiter of the children and their parents? They despise, therefore, any sign, in any form of education, of the profit motive.

3. The leaders of communist education feel distinctly sorry for men like John Dewey, William H. Kilpatrick, and many of you here who pose as progressive educators. They would not question your idealism or your ability, but they say how futile are the attempts to *socialize children in finely equipped camps*, with splendid leadership like many of yours, when they must return after the summer to city life under corrupt social and economic influences.

4. The next basic idea is that a camp shall be co-educational. As far as I know, almost all camps in Russia are co-educational. Those which I visited usually had separate dormitories for each sex; swimming was separate; and some of the heavier games were also divided. Except for these, however, the major activities were performed in common.

5. The location is determined, very much as in America, by transportation and attractive recreational facilities; such as, mountains, bathing, etc. This is true, however, particularly of the large permanent camps and not so true of small groups who leave their villages and cities for a month's outing. One interesting factor in selecting location is that an expedition of children is often sent to the most antagonistic location nearby, in order that they can do propaganda work among the children and adults in that neighbourhood.

6. The program is much less organized than our own, curiously enough; and fitting in with the Russian temperament, much less interested in time schedules and everything happening on the exact minute. Some of the camps allow the children to roam about in the woods and go in swimming pretty much as they please, whereas others have very definitely scheduled activities. Athletics are not as highly organized as our own, although the Russians are copying our competitive sports, from basketball to water polo and football, with tremendous enthusiasm. The whole program is permeated with propaganda, or, as they say, "Educational work for instruction in the new society." Some of this is very bitter and intolerant and unfair toward other nations, but a good bit of it consists of health education, instruction in the use of machinery, and in better farming methods, which the ignorant members of the proletariat, and especially the peasant class, have known little about. So the educational side of the camp movement is a very important one. The camp fire is an important part of their program several times each week and, in some camps, every evening. Here they gather around, sing revolutionary songs with tremendous enthusiasm, and put on one-act plays showing the fine spirit of sacrifice of the young communists and the treachery of the wicked priests and Koolaks. Almost always, two or three dramatic poems about Lenin, or some hero of the Revolution, are recited. And most important in the matter of program is their share in running the camp. The children have a more important share in the actual work and management and upkeep of the camp than in most any of the American camps which I have visited. Apparently it is drilled into them that each child must do his share or he is not a good pioneer. In addition, they have very little money for large numbers of helpers, cooks, dish washers, etc. Wherever they go, the older boys and girls assume a real share in the harvesting or helping the local inhabitants. And they make the local children feel that they, too, must organize a Pioneer troop like their own.

7. Visitors seem to be always welcome, and in a number of cases there was a shack or small dormitory provided especially for outsiders. An interesting phase of the visitor situation is that they were invited frequently to have some share in the program; i.e., the Russian children showing them their games, and the visitors exchanging them for baseball and other American games.

8. One of the most striking differences we noted was, that in America, the interest is in the individual child; and in Russia, the interest is in the mass or large group. It has been observed by many American students and professors, who have visited Russia in the last few years, that there seem to be far less abnormals and behaviour problems among the Russian children than here at home. This, of course, may be subjective and inaccurate. For example, again and again, in a dining hall where there would be from one to two hundred children, there seemed to be unusually good behaviour and even a lack of loud talking. It is possible that in some cases the children were warned to be on their best behaviour; but in others, where we arrived unexpectedly, we found the same condition.

9. The physical equipment, on the whole, is poor and, of course, cannot compare with our camp equipment in America. There are perhaps a dozen or more camps in Russia with really first-rate equipment—dormitories, dining hall, kitchen, infirmary, etc. On the other hand, the next Five Year Plan will probably contain a scheme for building literally hundreds of better camps for children. Today, however, it is very poor, with a group of fifty or one hundred boys and girls going to a good location and installing themselves in one or two old barns. There is also no question that the leadership is far behind the best which we have to offer in America. But it is only fair to say that much of the leadership which we saw in Russia showed an enthusiasm and a willingness to serve which would humiliate many of our so-called camp leaders today.

10. The matter of friendliness and international goodwill. To our great surprise, we found the Russian children attractive, friendly youngsters, who were always eager to talk with us and learn about that queer country, America. They were not starving or unhappy or depressed, as we had imagined. Very different from many of the older generation still living in Russia, they have no memories of the War, the Revolution, the terrible civil war, and the famine. Their life is hard compared to American children, but they have no such basis of comparison as you and I in visiting Russia; and they have seen, all of them, signs of great progress during the last three or four years. So life in Russia, hard as it seems to us, is actually better for these Russian children than at any time that they can remember.

My hope, then, is that we be open-minded about this situation in Russia, no matter how much we may disagree about political philosophy; and that we train our children to be friendly and understanding of all foreign children; that we picture them as they really are; and that we distribute among the Russian children and their leaders whom we met last summer an attitude of real friendship and understanding, so that we carry this on to a wider field here in America; that we be not propagandists against Russia, Japan, China, or any other foreign country, but that, as camp leaders interested in the new generation, we attempt to give them an international outlook and feeling of world brotherhood which we, ourselves, have never possessed.

## “What *the* Forester Can Do for the Summer Camp”

A Talk Given at the National C.D.A. Meeting, Buck Hill Falls

By HENRY R. FRANCIS

Professor of Forest Recreation in the New York State College of Forestry, Syracuse,  
at present doing graduate work in Forestry at the University of New Hampshire.

THE FACT stares us squarely in the face that in these times of business stabilization it is imperative that summer camps take account of stock. Two outstanding features need serious consideration by camp owners. One has to do with a wider use of the camp plant including the environs; the other takes into the reckoning the economical and appropriate features of camp structural developments. In the first category falls the possibility of making the camp a headquarters for parties to feature hunting for game in the Autumn, participation in a winter sports program during the Christmas holidays, and with fishing in the Spring.

The wild life resources of the region in which is located the particular camp wishing to enlarge its program can be enhanced by the technique of the forester who understands the requirements for successful production of the denizens of the woods as well as for the best growth of the trees that shelter the area.

The production of the timbers from which the structures for camp use may be built or repaired is of prime concern of the forester. He understands the structural possibilities of the trees which he fosters in growth. And he knows how these timbers may be obtained by selective cuttings in a manner that the resulting groves are increased in satisfying appearance. There is fire wood to be cut in the winter. The forester need not be employed for just the summer season only.

Along with this idea of securing building materials from local woodlands is the art of building roads and trails of the woody kind that are always cheaper and more appropriate than the sidewalks and pavements which we naturally associate with urban development.

Another service which the forester is equipped to render the camp-owner is the inexpensive solution of the problem of sanitation and of fire protection

which the camps always face. This is a large question and could well take up a goodly portion of time in analyzing its scope and nature. The technical aspects are now well mastered and devices for satisfactory sanitation are available and fire protective systems are worked out in forestry in a practical way.

The national necessity of reforestation is prominently before us as a feature of land utilization to redeem the waste character that befalls many areas

that were once profitably managed for agricultural production. These are now reaching the staggering proportions of many millions of acres throughout the land in their abandoned condition. They are in dire need of restocking with forest trees so that they may be economically reclaimed. You have in your camps boys and girls who are eager for constructive programs. What could be more conducive to cultural development than the practical contacts with collecting forest seeds, planting, and cultivating the beds in which these seeds can grow, and then finally setting some of these tree seedlings in the ground which is to be benefited by their existence?

Still another service which the forester can render camps is the labelling of plant material on the camp domain so that city-reared children may become familiar with their tree, shrub and plant friends. What is true of this category of objects close at hand to the campers is likewise applicable to the bird, fish and game inhabitants of the camping area. Natural history museums and bird houses can be installed through the work of the forester.

The use of the services of foresters for camps at the start must be placed on a basis of a cooperative system. In this way the camps in a region could combine for the employment of a forester so that the area to be placed under economical forest management is large enough to demand the talents of a forester who can serve a number of camps in a whole year's program rather than a short seasonal activity only for one camp.

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*"Cap'n Bill" X*  
his Column

## Special Days at Camp

Campers enjoy the unexpected. Alongside of a "Mum" breakfast or Topsy Turvy Day, or Campers-taking-the-place-of-counselors Day, there might be a Corn Day, or a Coconut Festival, or a Southern Barbecue.

"What-Animals-Give-us" Day might start at the Camp Fire the night before. Suppose that all animals disappeared what difficulties would we have tomorrow? The leader could carry on in the form of questions which would be answered by the campers.

What difficulties would there be at night?

What would we have to eat for breakfast?

What games would we play after breakfast?

In order to give the leader the line of thought an exaggerated story has been written about "Johnny Joins the Animal Club?"

### 1. JOHNNY JOINS THE ANIMAL CLUB?

Johnny did not join the ANIMAL CLUB. Why should he? He lived in a steam heated apartment. He couldn't own a dog and wouldn't own a cat. Old dobbin, house rats, and bats in the garret were things of the past. Milk could be bought in a powder, or condensed or evaporated, if it had to be in a can. He was sure that he didn't want to join the new club. He was so sure that just before dozing off to sleep he made a foolish wish. What he probably had in mind was that if George and Jimmie and all the rest did not join the ANIMAL CLUB they would have more time to play with him. Nevertheless this is what he wished: "That animals and anything that had to do with animals did not exist". For one day Johnny got his wish.

During the night Johnny was very cold. He did not know that the wool had disappeared from his blanket nor that the goose-down pillow was nothing but an empty ticking. He was surprised that the plastering had fallen off because there were no hairs to hold it together. Even the photographs of his father and mother that had always stood on the dresser had faded away because gelatine is necessary for photographic plates. The woolen rugs had gone but he jumped up with a smile. He was glad that he would not have to use his bone-handled pig-bristled toothbrush. As for soap he had always stood on that was a nuisance. When he couldn't find his comb or hairbrush he was already to say that they were useless.

His new suit was "no where to be found." With a nonchalant air he appeared in the kitchen in his cotton pajamas, with uncombed hair, and a silly smile. His poor mother was bare-footed and was making an attempt to get breakfast without animal products. His father was hunting for his leather belt and buck-

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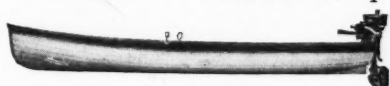
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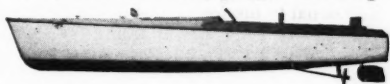
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skin hunting jacket and was fussing because someone had stolen his sheep skin that he had worked four long years in college to obtain.

There was not lard to fry the potatoes and there was no ham, or eggs, or milk. He bravely ate his boiled potato, had corn flakes without milk, bread without butter (not even oleo), and a glass of water. His mother's bone-handled bread knife was no more and he was given a clothes pin to use in place of the bone napkin ring which his uncle had sent for his birthday.

By the end of breakfast Johnny was very sorry that he had made such a wish. He thought to himself, if I can get out and play I will forget about it. His old felt hat and gloves were gone but he finally put on a straw hat, rubber boots and his old rubber coat. The lining was all gone and both the buckle and buttons were missing. A piece of string was pressed into service. Of course he looked funny but he must play. As it was a cold day he thought that he would kick the "pig skin." Low and behold there was no "pigskin". Then he looked for his baseball. It was then that he recalled that ball players sometimes speak of "hitting the horsehide". Then he found the string of his tennis racket gone and along with it the dice and billiard balls. Even he knew that he couldn't go fishing or horseback riding, or watch the polo game. What could he do?

Like many a boy that has nothing to do he thought of the "movies". Now he could surely forget his troubles. He noticed that the gold letters on the "movie" sign had lost their lustre because there was

no gold beater's skin to beat the thin sheets of gold. He was so glad to get away from "the no animal idea" that he did not see that the leather-cushioned furniture had turned to hardwood seats. The manager announced that there would be no film as the gelatine had fallen away. He said that for some mysterious reason the drum heads had fallen away and the strings were missing on the cello and violin. He planned to substitute the phonograph but the gelatine had left the records. What a dilemma. The only music was to be the wind instruments. Even they were curved like the horns of an animal and for that reason seemed to mock Johnny.

He could stand the "movie" entertainment no longer and thought that he would go to the library and read. The library was up in arms. The leather bindings had vanished, the glue had permitted the books to fall apart, and all the prints had disappeared in thin vapor. The three-ply wood was falling apart and the chairs and tables were lying about the room. Johnny felt sick.

He rushed to the drug store. The druggist knew that something terrible had happened. He knew that Johnny needed something but he had no glycerine, or pepsin, or cod-liver oil. He was all out of thyroid extract. Johnny must have an infectious disease but there was no gelatine to make a culture in. He could only recommend that Johnny go home and go to bed. And do you know that Johnny did not mind a bit that he did not have mutton tallow candles for a light. He hopped into bed and declared that if animals give us all those things "I am going to join the ANIMAL CLUB tomorrow."

Johnny did join the ANIMAL CLUB. He learned that he also is an animal and thousands of other surprising things. But the most important thing of all was that he resolved not to make any more foolish wishes.

## 2. THE COCOANUT PALM

Why not have a Coconut Palm Day? You have often read how the coconut palm is the chief support in the South Sea Islands. Have an exhibit of the coconut palm and its products, serve a cocoanut meal, and make a cocoanut souvenir during craft period. A summary may be suggestive for a program. The fruit contributes stockfood, butter, soap, candles, cooking oil, and milk for drinking. (Do not confuse it with cacao or cocoa and cocaine which also come from woody plants but of different genera. The shell is a household utensil,—cups, goblets, ladles, soap dishes, etc. The husk provides fiber for cordage, brushes, and carpets. It serves as a fuel and when cut cross wise may be used for scrubbing floors and polishing furniture. The trunk of the tree is not only a fuel but a cabinet wood. The leaves, when young and tender, are food and are woven into mats. They are also used for thatching, mats, screens, and baskets. The flower spathe furnishes vinegar or sugar. Cocoanut oil, "stearin candles", and marine soap (makes a lather with salt water) might be considered for Coconut Day.

## 3. CORN DAY

There are many reasons for Corn Day. There is no more beautiful scene than a cornfield or corn in

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the shock with golden pumpkins for the camera. The story of Squantum teaching the Pilgrims how to plant the corn and the few grains allotted for the first Thanksgiving should be more widely repeated. A debate for our national plant should include champions of the corn. The corn husk mat, the corn husk mattress, the old corn fiddle and corncob pipe should draw many an interesting reminiscence from old timers. Corn products are rich in suggestion: cereal, stockfood, soap, corn oil, lubricator, rubber substitutes, paints, laundry starch, glucose, syrup, alcohol, dextrine. The Corn Products Refining Company has literature and an excellent exhibit which they may send if you explain that you are planning a Corn Day.

#### 4. COTTON DAY

Perhaps you have folks from the land of cotton in your community. They would be enthusiastic and proud to plan a Southern Day with yams and pone and all the other goodies. The fiber of the cotton plant yields cloth, cotton batting, cordage, celluloid, and smokeless gun powder. The seed gives us fertilizer, paper, cake and meal, crude oil, soap, stockfeed, butter oil, salad oil, and lard compound. Cotton Day loans itself to a colorful pantomime with plantation melodies.

## New National Committee Chairmen

At a meeting of the national Executive Committee held in New York City April 22, the following persons were appointed committee chairmen:

#### EDUCATIONAL:

HERBERT H. TWING  
705 1st Nat'l Bldg., Ann Arbor, Mich.

#### LEGAL:

LOUIS M. FLEISCHER  
34 South 17th St., Philadelphia, Penna.

#### MEMBERSHIP:

WALLACE GREENE ARNOLD  
424 West 57th St., New York City, N. Y.

#### FINANCE:

MISS HAZEL ALLEN  
600 Lexington Ave., New York City, N. Y.

#### ENDOWMENT:

COL. L. L. RICE  
Mayland, Tenn.

#### GRIEVANCE:

MISS ELEANOR DEMING  
45 Gramercy Park, New York City, N. Y.

#### TRANSPORTATION:

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H. W. GIBSON, Chimney Corners Camp  
14 Avon Road, Watertown, Mass.

#### VICE-PRESIDENT:

REV. ERNEST J. DENNEN, O-At-Ka Camp  
1 Joy St., Boston, Mass.

#### SECRETARY-TREASURER:

MISS RAE FRANCES BALDWIN, Camp Winnemont  
389 Massachusetts Ave., Arlington, Mass.

#### RECORDING SECRETARY:

MISS LUCILE ROGERS, Camp Chequesset  
8 Parkside Road, Providence, R. I.

#### COUNSELOR PLACEMENT BUREAU

Director desiring counselors and counselors desiring positions should write to the Counselor Placement Bureau, C.D.A., 551 Fifth Avenue, New York City.

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## News of the Sections

### New England

At the annual meeting of the Section held Saturday, April 23, in Boston, the following program was presented: *Impetigo—Causes, Cures, Precautions*, by Dr. Arthur Greenwood, Boston; *Leisure in Camping*, by Rudolf Sussman, Principal of High School, Reading, Mass.; *Studies in Emotional Adjustment*, by Dr. Owen B. Ames, Psychiatrist, Boston; *Freedom—From the Campers Point of View*, Laura I. Mattoon, Wolfeboro, N. H.; *Physical Toning*, by Dr. F. W. Maroney, Columbia University.

Officers elected for 1932-33 are President H. W. Gibson, Watertown, Mass.; Vice-President, Rev. Ernest J. Dennen, Boston; Secretary-Treasurer, Miss Rae Frances Baldwin, Arlington, Recording Secretary, Miss Lucille Rogers, Providence, R. I.

The retiring president, Robert Seymour Webster, presented the Section with a beautiful gavel made from white birch taken from his camp in Maine and made by one of his staff.

### Pacific

230 camp people attended the seventh annual Camp Conference, at Asilomar, Calif., March 10-13, 1932. A. E. Hamilton was the guest speaker. A feature of the conference was seven sectional meetings on Camp Techniques and six discussion groups for directors of as many different types of camps. The conference was one of the most successful ever held.

The dates for the 1933 conference are March 16-19, and Asilomar was again chosen as the place of meeting.

CAMPING BULLETIN, vol. 2, No. 1, published by the Section under the able editorship of Louis H. Blumenthal, is a splendid example of promoting publicity. It is a four page publication—8½ x 11 inches, three columns to a page—and contains a wealth of information and news about the section and the camping movement in general.

### New York

The Camping Exposition, held April 14-16, on The Roof of the Hotel Pennsylvania, New York City, was a huge success. More than one thousand campers participated in the daily programs and many organizations cooperated in its promotion.

### Southern

A ten-day Camp Counselor Training Institute is being sponsored by the Section in cooperation with the Y.M.C.A. Graduate School, Nashville, Tenn. It will be held at Blue Ridge, N. C. June 15-25. The committee in charge consists of C. Walton Johnson, Chairman, Miss Lillian E. Smith, Walter L. Stone, Mrs. Harvey L. Parry, Miss Cecilia B. Branham, and A. A. Jamison. The director of the Institute is Prof. Walter L. Stone. Seventeen leading educators and camp directors of the Southland

compose the faculty. This experiment, the first of its kind carried on by a Section, will be watched with interest by other Sections as it presents a possible solution to the problem of leadership training.

### TRAINING COURSES FOR COUNSELORS AND DIRECTORS

No C. D. Certificates of Achievement or Diplomas will be awarded this season by vote of the national Executive Committee at their meeting held May 11th in New York City. The reason given is that the organization for the several training conferences heretofore held under the auspices of the C.D.A. have not been sufficiently standardized.

This decision, however, will not affect the holding of the several Conferences such as the:

*Campcraft Conference* at Camp Carter, Potter Place, N. H., June 25-28. Director, Edward Cooper; Assistants, Miss Mary F. Hancock and Ernest P. Conlon. The hosts are Mr. and Mrs. Maynard L. Carpenter. Write to Mr. Carpenter, 465 Allison Street, Concord, N. H. for information.

*The Horsemanship Conference* at Teela Wooket Camps, Roxbury, Vermont. Director, Mr. C. A. Roys. This is one of the oldest established training schools in Horsemanship and is recognized as among the best in the country. Write to Mr. Roys, 22 Ordway Road, Wellesley Hills, Mass.

*Canoeing Conference* at Camp Wabunaki, Hillside, Cumberland County, Maine. Director, Miss M. Elizabeth Bates. Begins at noon, Saturday, July 18 and ends at noon, Saturday, July 25. Hostess is Miss Emily H. Welch. Write to Miss Welch at the camp address for information.

*Counselor Training Course*, Mills College, California, June 25 to July 23. Director, Miss Rosalind Cassidy. Courses in swimming, canoeing, crafts, riding, sports, dancing and camp leadership under the auspices of the Department of Physical Education of Mills College. Write to Miss Cassidy for information.

*Training Course for Camp Counselors*. State University of Iowa, Iowa City, Iowa, June 13-24. Director, Miss Marjorie Camp, M.A., assisted by Miss Barbara Ellen Joy and Miss Jane Shurmer. Courses given in canoeing, swimming, campcraft, survey of camp education. Credit given toward a B.S. in Physical Education. Write to Miss Camp for information.

*Camp Counselors Training Institute*, Blue Ridge, N. C., June 15-25. Director, Prof. Walter L. Stone. Sponsored by the Southern Section and of the C.D.A. and the Y.M.C.A. Graduate School of Nashville, Tenn. A faculty of seventeen educators and camp directors will participate in the program. Write to Prof. Stone, Y.M.C.A. Graduate School, Nashville, Tenn. for information.

In addition to the above courses held either directly or indirectly under the sponsorship of the C.D.A. the following courses are available to those who desire to better equip themselves for camp leadership.

*Course in Nature Guidance* under the Sargent School Camps of Boston University, to be given at the camp in Peterboro, N. H., June 12-18. Director, Dr. William G. Vinal (Cap'n Bill) of the School of Education, Cleveland, Ohio. New England camps should not fail to take advantage of this exceptional opportunity to place their nature guidance counselors under Dr. Vinal's leadership. This course is a new one and the University will grant one point to those taking the course.

*The New Hampshire Nature Camp*, Lost River, North Woodstock, N. H., June 20 to July 2. A new training camp sponsored by Mrs. Laurence J. Webster, New Hampshire Chairman for Garden Club of America; Conservation Committee and the New England Society Wild Flower Preservation Society, with the cooperation of University of New Hampshire, State Department of Education, Society for Protection of New Hampshire Forests. College credits will be given for work done in the camp. Write to Mrs. Webster, Holderness, N. H. for information.

*Sixth Training Course for Camp Counselors*, North-over Camp, Bound Brook, N. J., under the auspices of the Children's Welfare Federation, New York City, June 16-19. Director, Mr. Karl D. Hesley. Write to M. Alice Asserman, M.D., 386 Fourth Avenue, New York City, for information.

*First Aid and Life Saving Institutes* under the auspices of the American National Red Cross. East-ern Area.

June 15-25, Camp Brooklyn, Narrowsburg, N. Y.

June 15-25, Camp Carolina, Brevard, N. C.

June 19-29, Camp Sherman, Brimfield, Mass.

June 19-29, Camp Institution, Chautauqua, N. Y.

June 19-29, Camp Pawatinika, Annapolis, Md.

Write to American Red Cross, Washington, D. C. for information.

#### MIDWESTERN AREA

June 9-18, Camp Wabun Annubg, Kerrville, Texas.

June 9-18, Lake Lawn, Delavan, Wisconsin.

June 13-22, Lake Lucerne, Eureka Springs, Ark.

June 13-22, Oak Point Camp, Square Lake, Stillwater, Minn.

Write to Chicago Chapter, A.N.R.C., 616 S. Michigan Avenue, Chicago, or 1709 Washington Avenue, St. Louis, Mo. for information.

#### PACIFIC AREA

June 5-17, Neeley's Resort, Russian River, Sonoma Co., Calif.

June 12-24, Grinwood, Hick Lake, Lacey, Wash.

June 19-July 2, Cabrillo Beach, San Pedro, Los Angeles, Calif.

Write to A.M.R.C. Civic Auditorium, San Francisco, Calif.

#### National Training Schools for Girl Scout Leaders.

Write to Girl Scouts, Inc., 670 Lexington Avenue, New York City, for information.

May 11-Oct. 3, Camp Edith Macy, Briercliff Manor, N. Y.

June 12-Aug. 13, Pine Tree Camp, Plymouth, Mass.

July 3-Aug. 28, Camp Chaparral, Redwood Park, Santa Cruz Co., Calif.

June 8-Aug. 25, Camp Juliette Low, Cloudland, Ga.

#### National Training Courses:

June 24-July 8, Camp Hoffman, West Kingston, R. I.

July 11-23, Clover Ridge, Meredith, N. H.

Aug. 22-29, Deering Community Center, Deering, N. H.

June 19-July 3, Pine Grove Camp, Pine Grove, Penn.

July 10-24, Camp Pocahontas, Bonair, Va.

Aug. 14-28, Camp Redwing, Ribald, Penn.

June 13-27, Kentucky Boat Trip.

June 12-26, Camp Dellwood, Indianapolis, Ind.

July, Camp Timber Trail, Munising, Mich.

July 9-Aug. 6, James River Camp, Galena, Mo.

Aug. 13-27, Gypsy Trip, Galena, Mo.

July 31-Aug. 28, Camp Mary White, Roswell, New Mexico.

Aug. 15-27, Camp Minnesota, Grand Marais, Minn.

June 13-25, Camp Lakamaga, Maribe-on-St. Croix, Minn.

June 8-23, Camp Carey, Casper, Wyo.

Aug. 10-20, Camp Wildwood, near Canby, Ore.

Aug. 22-Sept. 1, Camp Robbinswold, Hoodsport, Wash.

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## Recent Camp Articles in Magazines

Did you read Angelo Patri's recent syndicated article on Summer Camps? It was a fine endorsement of the work done in summer camps. Here are a few paragraphs worth quoting to parents who are in doubt as to the value of the summer camp:

"When school closes we are at a loss. The children are without a motive for working or playing. There is no place to play, no work to be done. Two precious months stretch ahead. Childhood and adolescence cannot afford to let two such months go by without making some use of them. They ought to be used for the enjoyment of the worth while experiences that the children must miss because of their living conditions in school and home. Our best solution for this so far is the summer camp.

"Going to camp is continuing the child's training and education in a field that offers much to his growth. Some day, I hope, every child in the land will go to camp for a season every year until he is grown up. There ought to be winter camps as well as summer camps, camps all the year round, with children in them. It will be that way some

day. For the present send every one that can go to the best camp you can reach."

The Parents Magazine for May 1932, presents an excellent article on "How We Choose Our Children's Camps" by Gertrude Middleditch, in which four questions are asked and answered. They are: (1) What may the camp expect of us as parents? (2) Why are we sending Betsy and Bobby to camp? (3) What do we want camp to accomplish for them? (4) What standards must the camp have to measure up to our requirements? The sensible way in which these questions are answered make the article worth reproducing in pamphlet form by the magazine and available to camp directors for use in promotion work.

## Personals

Ernest P. Conlon, director of Camp Belnap, the State camp of the Y.M.C.A. of New Hampshire on Lake Winnepesaukee, was retired from the Boys' Secretaryship of the State and will give his time to the directing of the camp and lecture work. A banquet recently given in his honor in Concord was attended by a large number of his friends and he was presented with a set of resolutions and a bound volume of letters from his friends and his "boys".

Wm. Filler Lutz of the University of Pennsylvania is conducting an extensive research on the effect of endurance tests on boys from 12-16 years of age. Long hikes, cross-country runs and bicycle trips are the particular tests under observation. The research is under the direction of R. Tait McKenzie, M.D., Research Professor of Physical Education, a noted international authority on exercise in youth. No extensive scientific investigation on this subject is on record and the results should be of great interest to all who have the oversight of boys of this age.

Particulars may be had from W. F. Lutz, 106 College Hall, Univ. of Penn., and he will be glad to have Camp Directors make observations the coming season for which he will send record blanks and full information.

Joshua Lieberman, author of CREATIVE CAMPING, was the leader of the Discussion Group No. 18 on Progressive Education and the Summer Camp, at the Twelfth Annual Conference of the Progressive Education Association held in Baltimore, February 17-20.



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